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ABSTRACT

Essays on research and teaching of academic writing in English as a second language include: "When Practice Doesn't Make Perfect: The Case of a Graduate ESL Student" (Melanie Schneider, Naomi K. Fujishima); "Good Writing: I Know It When I See It" (Ilona Leki); "Redefining the Task: An Ethnographic Examination of Writing and Response in Graduate Seminars" (Paul Prior); "Local Interactions: Constructing Contexts for Composing in a Graduate Sociology Program" (Christine Pearson Casanave); "Writing in the Natural Sciences and Engineering" (George Braine); "Writing Critically Across the Curriculum" (Diane Belcher); "Writing from Sources: Case Studies of Graduate Students in Business Management" (Ulla M. Connor, Melinda G. Kramer); "Consciousness Raising and Article Pedagogy" (Peter Master); "Holistic Scoring in ESL Writing Assessment: What Does an Analysis of Rhetorical Features Reveal?" (Diane J. Tedick, Maureen A. Mathison); "A Comparison of the Use of Citations in Chinese and English Academic Discourse" (Joel Bloch, Lan Chi); "Teaching Classroom and Authentic Genres: Initiating Students into Academic Cultures and Discourses" (Ann M. Johns); "Common-Core and Specific Approaches to the Teaching of Academic Writing" (Tony Dudley-Evans); "The ESL Technical Expert: Writing Processes and Classroom Practices" (Philippa Benson, Peggy Heidish); "Negotiating the Syllabus: A Learning-Centered, Interactive Approach to ESL Graduate Writing Course Design" (Jan Frodesen); "A Genre-Based Developmental Writing Course for Undergraduate ESL Science Majors" (Sally Jacoby, David Leech, Christine Holten); and "Fostering Writing Expertise in ESL Composition Instruction: Modeling and Evaluation" (Alister Cumming). The book concludes with an author index and a subject index. (MSE)